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ABSTRACT

This paper is an attempt to identify and compare some of the characteristics of single vs. married women students in an urban evening college. The general hypothesis underlying the investigation is that for women in particular, marital status, age, and occupational level (high or low) might account for significant differences in personality and growth needs. The two separate studies were conducted. In the first, one counselor's interviews with single and married women were sorted, examined, and compared. The purpose was to determine whether single women's personal, educational, and vocational needs differ from those of married women. The second study involved a more systematic exploration of differences in background and personality scores among four groups of adult female students. The studies suggest that the differences in personality and growth needs found in mature women students result from sex-based "subcultures" related to age, marital status and occupational level. The implications for the counselor working with these students is the importance of knowing and being sensitive to these characteristics. (Author/WS)

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MARITAL STATUS, AGE, AND OCCUPATIONAL LEVEL
OF ADULT WOMEN STUDENTS
- IMPLICATIONS FOR COUNSELING -

by
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INTRODUCTION

It is generally known that clients from differing cultures may have different personality and growth needs requiring special understanding. Several different cultures may be represented in a single school or college setting, where they may be even further divided into sex-based sub-cultures related to self-in-career development. This paper attempts to identify and compare some of the characteristics of single vs. married women students in an urban evening college.

While socio-economic and ethnic variables are usually employed to define a certain culture, in an evening school setting other variables such as sex, marital status, age, and occupational level may define separate sub-cultures of students with distinctly different counseling needs. For women in particular, marital status, age, and level of occupation (high or low) might account for significant differences in personality and growth needs. This was the general hypothesis underlying the present investigation.

Two separate studies were conducted. In the first, one counselor's notes of interviews with single and married women students were sorted, examined for recurring themes or problems and then simply compared. The purpose was to determine whether single women seemed to exhibit personal, educational and vocational needs different from those of married women. The second study involved a more systematic exploration of differences found in background variables and in personality scores among four special groups of adult women students.

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SUBJECTS

The subjects in both studies were enrolled as students between 1969 and 1971 in the Evening College at Boston College, a large, urban, Jesuit university. The major characteristics of all women degree candidates in the Evening College at that time were the following: Their median age was 26. Ninety-nine percent of them were white. Eighty-three percent of them were single. Sixty-six percent of them worked at low-level jobs (e.g., clerical, sales, manual and any other non-professional, non-managerial occupation, including "housewife"). Ninety-two percent of them majored in Arts and Sciences, although a Business option also exists. Sixty-two percent of them received tuition assistance from resources other than their own (company tuition assistance plans, for example). Fifty-nine percent of them took three or more courses a term while working full-time. Based on these characteristics, the dominant "sub-culture" of the women students at the Evening College can be defined as single, white, over 25 years of age, majoring in Arts and Sciences, working in low-level jobs and receiving tuition assistance from employers.

Subjects in the second study were among Evening College students who had volunteered to take part in a project investigating personality variables and persistence in college. These women were matched into four special groups as follows: Group (1), older married women who were housewives, mean age 37, number in sample 17. Group (2), older, single women working at low-level jobs, mean age 33, number in sample 17. Group (3), older, single career women (high level jobs), mean age 33, number in sample 10. Group (4), younger single women working at low-level jobs, mean age 23, number in sample 30. Groups (2), (3) and (4) may be viewed as subdivisions of the dominant women student "sub-culture" as defined above, with one of these groups - the older, single women working at low-level jobs (Group 2) - being almost a prototype of that sub-culture.

STUDY I: COMPARISON OF THEMES OR PROBLEMS IN COUNSELOR NOTES ON INTERVIEWS WITH SINGLE AND MARRIED WOMEN STUDENTS

SINGLE WOMEN. Themes frequently occurring in counseling sessions with single women students seemed to fall into the five major categories listed below (examples of typical counselor comments are cited in each category):

1. Self-Concept and Attitudes as a Student. Lack of self-confidence. Unsure of self. Feels inadequate. Afraid to assert herself. Low opinion of her abilities. Uncertain. Wonders if she's bright enough. Lack of commitment. Not motivated for college. Fear of taking risks. Doesn't like studying. Tentativeness of commitment. Naive, immature attitudes. Likes just "being a student" but not any of its work.

2. Self-Concept and Attitudes as a Worker. Feels pay is low. Bored with job (held five years). Doesn't like job (held nine years). Wants to quit present job. Work is routine. No challenge. Dull, routine job. Hates job. Had three jobs in last year. Tired of it all. Ready to quit present job. Feeling of having been short-changed. Stop-the-world, I want to get off! Tired of school altogether - feeling burdened. Wants to be free from it all. Quitting job and maybe school. Apathetic, critical, sour, down, impatient. Dissatisfactions affecting other areas.

3. Social and Personal Striving. Lack of satisfaction with social life. Dating/marriage most important to her. Basically looking for a marriage partner. Looking for self-improvement. Searching to find herself. Finds no meaning in anything. Not personally satisfied. Needs new personal goals. Searching for type of fulfillment. Searching for new meaning as an alternative to marriage. Angry she waited so long before deciding to "do" something..

4. Goal-Setting. Vague about future plans. Struggling with decisions about future. Feeling pressure to "decide something." Bewildered - not sure about next step. Fearful about various future alternatives. Goals uncertain - mixed. Not clear about what she wants to do. Vague concern - anxiety. Confusion about choice of college major and future goals. Present, immediate needs seem to overshadow realistic future planning. Fantasizing re: future plans and goals. Many unresolved "grey" areas re: education and work.

5. Future Job and Graduate School Expectations. Wants job related to abilities and to college major. Anxiety about finding relevant job. Uninformed about requirements and job-seeking. Very poorly informed about opportunities or lack of them. Can't even consider graduate work. Doesn't want graduate school. Difficult to even think about graduate studies.

MARRIED WOMEN. Notes on housewives, on the other hand, seemed to fall into two main categories: (1) women with families (husbands) supportive of their entering or returning to college; and (2) women with less supportive families (husbands). Typical counselor comments for each group seemed to fall under the two main categories of: (a) goals and (b) attitudes and feelings.

(1) Women with families (husbands) supportive of their entering or returning to college:

(a) Goals: Purposeful. Knows what she wants. Has tenacity and ambition. Wants to improve herself. Seeking more challenge. Realizes she has to do something more with her life. Looking for structure. Organized. Well-organized. Seemed to want a plan - a schedule - for the next few years.

(b) Attitudes and Feelings: Excited about way pieces falling together regarding self, work, marriage and education. Feels she's now beginning to come alive. Has many interests. Ambitious and striving.

(2) Women with less supportive families (husbands):

(a) Goals: Struggling with setting goals. Twice chose lesser goals than really wanted. Hasn't made a real commitment to returning to school. Heart not in studying.

(b) Attitudes and Feelings: Restless now that children are growing older. Bored housewife. Feels self wasting away. No personal sense of identity. Unsure of self. Needs reassurance. Feeling inadequate. Has to work harder than others.

Although the number of married women students was smaller than the number of single women students, these counselor observations nonetheless seemed to support Matthews' (1969) identification of husband and family support as a crucial variable in the adult woman's success in college. Also, some similarities can be noted in many of the counselor's comments on single women students and those on married women students with less supportive family structures.

DISCUSSION. A simple comparison of counselor observations of single vs. married women student clients revealed some rather striking contrasts. Lacking the assurance and support of a strong self-concept as a wife or mother, the single woman may enter higher education with some basic unfulfilled needs and uncertainties. Neither her self-concept as a student nor her self-concept as a worker appears to be sufficient to provide her with an essential core of identity to sustain her while in college. Consequently she may seem to be less committed, less motivated, and she may not really enjoy being a student. Her attitude toward college may be more like that of younger college students - i.e., somewhat immature and unrealistic. If her

rewards from school and work have been limited, and if her interpersonal or social life is also unsatisfying, she may soon find herself tired of it all, and ready to quit both job and school. Frequently this may be expressed in a vague desire to get away from it all - to "stop the world I want to get off." She may become apathetic, critical, impatient and feeling she has somehow been short-changed in life. Often this dissatisfaction may spread into other areas of her life.

While the single women clients in this study may also have been striving and ambitious, their striving seems to be for personal rather than professional fulfillment and their greatest difficulties seem to be centered around the setting of goals. They seem ambivalent in deciding about the future. The future, in fact, seems to be something they face with great uncertainty. The passing of time seems also to be a source of anxiety and pressure on these single women - so much so that for several it was difficult even to consider the possibility of attending graduate school, in spite of the fact that their tentative "goals" might require it. Present problems and present needs seem to crowd out realistic consideration of future ones.

Married women clients with families (husbands) supportive of their education plans rarely seem to express the dissatisfaction, vagueness and anxiety typical of single women counselees. In contrast, they seem ready to focus on information-seeking and on specific tasks and future goals. They talk purposefully about their plans and they seem ambitious and confident. They tend to be organized and planful, have many interests and seek greater challenges. Their lives seem integrated and in tune with their needs. Married women students with less supportive families (husbands) express attitudes and feelings similar to those of single women clients, but with a somewhat greater sense of helplessness.

STUDY II. DIFFERENCES AMONG FOUR SPECIAL GROUPS OR "SUB-CULTURES" OF ADULT WOMEN STUDENTS.

The purpose of this second study was to determine how four groups of women students varied along certain dimensions and, in particular, how housewives (Group I)

and older, single women in low-level jobs (Group 2) differed from each other and the remaining single-women groups - older women in high-level jobs (Group 3) and younger women in low-level jobs (Group 4). It should be noted that there was no information available as to the supportive/non-supportive nature of the families (husbands) of the housewives in this second study.

The subjects in this study were all degree candidates in the Boston College Evening College who had volunteered to take part in a research project investigating personality variables and persistence in college. As stated earlier, the data on these women were matched and placed into the four special groups: (1) older, married women (housewives), mean age 37, number in sample 17; (2) older, single women working at low-level jobs, mean age 33, number in sample 17; (3) older, single career women, mean age 33, number in sample 10; (4) younger, single women working at low-level jobs, mean age 23, number in sample 30.

Data available for these groups included four dichotomous variables: type of high school attended (public or parochial), whether or not they had attended college previously, form of financial support (self vs. other), and college major (Arts and Sciences vs. Business). In addition, there were scores on a General Information Scale*, college Grade Point Average (GPA), number of semesters at Boston College, average number of courses taken in one semester and average number of credits accrued toward the Bachelor's Degree. Each subject also had fifteen scores from the Edwards Personal Preference Schedule (EPPS).

METHODOLOGY: The four groups were first compared on the basis of the nine background variables to ascertain if they differed along these dimensions. Then

*This is a derived score from Cattell's Motivation Analysis Test (1964). All subjects had taken this test which yields ten measures of motivation in addition to a General Information score. The General Information score was the only one used in the present study.

t-tests for significance of difference between means were performed for each of the EPPS scales using the mean scores of Group (1), housewives, paired with those of each of the other three groups, and the mean scores of the "prototype" group (Group 2) - older, single women working at low-level jobs - paired with the scores of each of the other three groups. It was hypothesized that differences would be found among all four groups, but that there would be fewer differences between the housewife group and the prototype group. In addition, the mean EPPS scores of all four groups were compared in relation to the General Adult Women Norms provided by the Edwards Personal Preference Schedule Manual, (1959).

RESULTS. The results indicate that the four groups of adult women students varied considerably in some of the background factors studied. Table I demonstrates how the groups were distributed along the four dichotomous variables: (1) Form of Financial Support (self vs. other), (2) Type of High School Attended (public vs. parochial), (3) Previous College (yes vs. no), and (4) College Major (Arts & Sciences vs. Business).

(1) Form of Financial Support. Eighty-three percent of the housewives were self-supporting (husbands paying). Also, 80% of the older, single, career women were paying their own tuition. In contrast, only 35% of the older, single women working in low-level jobs (the "prototype" group - Group 2) were self-supporting and only 10% of the younger single working girls paid their own tuition.

(2) Type of High School Attended. Fifty-nine percent of the housewives had attended public high schools, 40% of the career singles, and only 18% of the prototype singles. Of the younger singles, 30% had attended public high school. Thus the majority of all single women had attended parochial high schools, while the opposite was true of the housewives.

(3) Previous College Attendance. This dimension also showed variation among the groups studied. A lower proportion of older singles had attended college

previously - only 35% of the prototype group and only 40% of the career group. Sixty-three percent of the younger singles, on the other hand, had attended college previously, and 53% of the housewives.

(4) College Major. While 92% of all women degree candidates in the Evening College major in Arts and Sciences, these four special groups reflected some slight variations. Twenty percent of the career singles majored in Business. And 12% of the single, older working women in low-level jobs (prototype group) were Business majors. The younger singles and the housewives had only 7% and 6% respectively in Business majors.

TABLE I
COMPARISON OF FOUR WOMEN STUDENT GROUPS
ALONG CERTAIN BACKGROUND VARIABLES

	Group (1) Housewives (n = 17)	Group (2) Prototypes (n = 17)	Group (3) Career Singles (n = 16)	Group (4) Younger Singles (n = 30)
FINANCIAL SUPPORT				
Self	88%	35%	80%	10%
Other	12%	65%	20%	90%
HIGH SCHOOL				
Public	59%	18%	40%	30%
Parochial	41%	82%	60%	70%
PREVIOUS COLLEGE				
Yes	53%	35%	40%	63%
No	47%	65%	60%	37%
COLLEGE MAJOR				
Arts & Sci.	94%	88%	80%	93%
Business	6%	12%	20%	7%

Two of the other background variables studied were intellectual in nature: the General Information Score and the Grade Point Average (GPA). Table II demonstrates how the four groups of women students varied in these two factors.

TABLE II
COMPARISON OF MEAN GENERAL-INFORMATION SCORES
AND GPA'S OBTAINED BY FOUR WOMEN
STUDENT GROUPS

	<u>General Information Score*</u>	<u>Grade Point Average** (GPA)</u>
Group (1) Housewives (n = 17)	7.6	87.61
Group (2) Prototype Singles (n = 17)	7.4	84.41
Group (3) Career Singles (n = 10)	8.2	85.52
Group (4) Younger Singles (n = 30)	7.2	83.44

*Range of scores: 1 - 10

**A = 93.00; A- = 91.00; B+ = 88.00; B = 85.00; B- = 82.00

On the General Information Scale, the highest mean scores were obtained by the career singles. Housewives were next highest; older single women in low-level jobs (prototype group) were next, and the lowest mean scores were those of the younger singles.

In Grade Point Average, housewives obtained the highest means; next highest were the older single women in careers. Younger singles and the older, single, prototype group had similar GPA's and ranked last.

Table III shows how the four women student groups compared in average number of courses taken in one semester, total number of credits accrued, and total number

of semesters attended. The high GPA's of the housewives are probably explained by the fact that most married women students take only one or two courses a semester, while the vast majority of the other groups take three or more courses a term while working full time at jobs. The different pace at which one progresses toward a degree also influences the total number of credits accrued. Housewives, on the average, had fewer credits accumulated (even with the benefit of previous-college transfer credits) than all three other groups, including the prototype group, who had the least amount of previous college experience. The single older career woman had the highest number of total credits accrued. The prototype singles were second highest. The total number of semesters at Boston College also partly explains the differences found in credits accrued toward the degree. The career singles group had the longest average tenure. Older singles in low-level jobs were next in line. Housewives and younger singles had attended the Evening College the least number of terms, (but more of them also had attended college elsewhere).

TABLE III
COMPARISON OF FOUR WOMEN STUDENT GROUPS IN
AVERAGE COURSES PER SEMESTER, TOTAL CREDITS
ACCRUED, AND TOTAL SEMESTERS ATTENDED

	Group (1) Housewives (n = 17)	Group (2) Prototypes (n = 17)	Group (3) Career Singles (n = 10)	Group (4) Younger Singles (n = 30)
AVERAGE NUMBER OF COURSES PER SEMESTER*				
1-2 courses	71%	29%	20%	17%
3+ courses	29%	71%	80%	83%
TOTAL CREDITS ACCRUED				
Mean	54.47	71.05	83.00	64.40
Range	12 - 112	9 - 120	15 - 120	12 - 120
TOTAL SEMESTERS ATTENDED				
Mean	6.7	9.05	11.4	5.9
Range	2 - 17	1 - 23	2 - 21	2 - 14

*Based on Spring Semester 1970.

In summarizing the differences in background variables found among the four groups of women students in this study we find that:

Group (1) Housewives (mean age 37) were for the most part paying their own way in college. More than half of them had attended public high schools and had had some previous college experience. Only 6% of the group was majoring in Business. Housewives showed higher scores on a General Information Scale and had the highest Boston College earned Grade Point Average. But they also worked at a slower pace, taking only one or two courses at a time, which also affected their total credits accrued - the lowest of the four groups. In status they ranked as second-semester sophomores, and had attended Boston College on the average of about seven terms.

Group (2) Prototype - Older, Single Women in Low-Level Jobs (mean age 33). Most of these women were receiving tuition support from other than their own resources. Most of them had attended parochial high school - more so than any other group. And only 35% of them had attended college previously - less than any other group. Two of them (12%) were Business majors. They had somewhat lower scores on the General Information Scale than either of the other older groups of women, and their Grade Point Averages were also lower than the other older women groups. Most of them took three or more courses at a time, and their total number of credits accrued reflects that they were first-semester juniors in status. In terms of time, they had attended the Evening College an average of nine terms.

Group (3) Career - Older, Single Women in High-Level Jobs (mean age 33). Most of these students were paying for their tuition themselves. Only 40% of them had attended public high school, and 40% had been to college before. However, 20% of this group were Business majors, indicating perhaps the influence of their careers on their education choices. This group also achieved the highest scores on the General Information Scale and were second highest in Grade Point Average. But unlike the housewives, their high average was obtained while carrying three or

more courses a term and working at high-level, full-time jobs. Their total number of credits accrued indicates that they were nearly seniors in status, and they had attended Boston College on the average of 11 terms.

Group (4) - Younger, Single Women in Low-Level Jobs (mean age 23). These students were least apt to be paying their own tuition. Seventy percent of them had attended parochial high schools, while 63% of them had been to college previously and only 7% in this group were majoring in Business. This group had the lowest scores on the General Information Scale and were among the lowest in Grade Point Average. Over 80% of them, however, took three or more courses a semester while working full-time. Their total credits accrued indicate they were first-semester juniors in status. On the average, they had already attended Boston College Evening College for six terms.

PERSONALITY VARIABLES. Mean EPPS scores for Group (2) - the prototype singles - were paired with those of each of the other three subject groups and tested for significant differences (Table IV).^{*} Older single women in low-level jobs (the prototype group) were found to be significantly different from Group (1), housewives, in only one dimension (Need for Achievement) - the housewives scoring considerably higher at the .01 level of significance. Tests between the prototype singles and the remaining two groups revealed three significant differences with the career singles and two significant differences with the younger singles. Specifically, older singles in low-level jobs scored significantly lower than careerists in the Need for Intrasection and the Need for Change. They scored significantly higher than the career women in the Need for Succorance. Likewise they were significantly

^{*}For reference purposes Table IV also includes the General Adult Women's Norms from the EPPS Manual.

TABLE IV
COMPARISON OF PROTOTYPE GROUP'S MEAN EPPS SCORES
WITH THOSE OF OTHER WOMEN STUDENT GROUPS AND
THE EPPS NORMS FOR GENERAL ADULT WOMEN

<u>EPPS SCALE</u>	<u>Prototype Group (2)</u>	<u>Housewives Group (1)</u>	<u>Careerists Group (3)</u>	<u>Younger Group (4)</u>	<u>EPPS NORM</u>
ACH	13.88	18.06**	13.90	13.47	13.58
DEF	12.12	12.53	13.00	10.90	14.72
ORD	10.12	10.76	9.30	8.33	15.59
EXH	14.53	13.12	12.50	13.87	11.48
AI	12.82	13.35	14.30	14.13	12.10
AFF	15.06	13.47	13.90	17.03	17.76
INT	17.24	18.05	21.00**	18.70	15.28
SUC	12.65	11.47	9.90*	13.03	12.86
DOM	12.41	11.41	12.80	11.77	10.24
ABA	14.12	15.12	15.10	16.50	16.89
NUR	16.76	14.00	16.50	16.90	18.48
CHG	15.94	18.00	18.80*	18.77*	15.99
END	16.82	15.35	14.30	10.07***	16.50
HET	14.35	12.65	14.70	15.37	8.12
AGG	11.18	12.65	10.00	11.17	10.16

* = Significant at the .05 level; ** = Significant at the .01 level;
*** = Significant at the .001 level.

lower than the younger singles in the Need for Change and higher than them in the Need for Endurance.

Mean EPPS scores for Group (1), housewives, were then paired with those of Group (3) and Group (4) and tested for significant differences (Table V). The

TABLE V
COMPARISON OF HOUSEWIVES' MEAN EPPS SCORES
WITH THOSE OF OTHER WOMEN STUDENT GROUPS

	<u>Housewives Group (1)</u>	<u>Prototype Group (2)</u>	<u>Careerists Group (3)</u>	<u>Younger Group (4)</u>
ACH	18.06	13.88**	13.90*	13.47***
DEF	12.53	12.12	13.00	10.90
ORD	10.76	10.12	9.30	8.33
EXM	13.12	14.53	12.50	13.87
AUT	13.35	12.82	14.30	14.13
AFF	13.47	15.06	13.90	17.03**
INT	18.06	17.24	21.00**	18.70
SUC	11.47	12.65	9.30	13.03
DOM	11.41	12.41	12.80	11.77
ABA	15.12	14.12	15.10	16.50
NUR	14.00	16.76	16.50	16.90*
CHG	18.00	15.94	18.80	18.77
END	15.35	16.82	14.30	10.07***
HET	12.65	14.35	14.70	15.37
AGG	12.65	11.18	10.00	11.17

* = Significant at the .05 level; ** = Significant at the .01 level;
*** = Significant at the .001 level.

housewife group showed two significant differences with the career women and four significant differences with the younger singles. Specifically, housewives were significantly lower than career women in the Need for Intracception. They were higher than them in the Need for Achievement. The housewives' Achievement score was also significantly higher than the mean Achievement score for younger singles. Housewives were significantly lower than younger singles in the Need for Affiliation and in the Need for Nurturance. They were significantly higher than the younger singles in the Need for Endurance.

As hypothesized, the above analyses showed fewer significant differences between housewives and the prototype group of older single women working in low-level jobs. It is conceivable that even the one significant difference found (in the Need for Achievement score) might itself have been a chance occurrence among the fifteen scores of the EPPS.

When the mean EPPS scores for all four groups of women students and those for the General Adult Women Norms were ranked by group, the following clusters of high and low-ranking scores were revealed:

Group (1) Housewives (n = 17)

Ranked first in:	ACH, AGG
Ranked second in:	ORD
Ranked last in:	AFF, NUR

Group (2) Older Single Women in Low-Level Jobs (Prototype Group) (n = 17)

Ranked first in:	EXH, END
Ranked second in:	AGG, DON
Ranked last in:	ABA, CHG

Group (3) Older Single Women in Careers (n = 10)

Ranked first in:	AUT, INT, DOM, CHG
Ranked second in:	ACH, HET, DEF
Ranked last in:	SJC

Group (4) Younger Single Women in Low-Level Jobs (n = 30)

Ranked first in:	SUC, HET
Ranked second in:	EXH, AUT, INT, CHG, AFF, ABA, NUR
Ranked last in:	ACH, DEF, ORD, END

EPPS Manual General Adult Women Norms

Ranked first in:	DEF, ORD, AFF, ABA, NUR
Ranked second in:	END, SUC
Ranked last in:	EXH, AUT, INT, DOM, HET, AGG

DISCUSSION

The patterns of the high and low ranking scores of the four women-student groups and the General Adult Women Norms reveal some interesting clusters that may be uniquely characteristic of the dynamics underlying each group. These characteristics are summarized below.

Older, single women students in low-level jobs (prototype group) have high needs for personal recognition and attention, perhaps also reflecting their search for internal recognition or a sense of identity. Their accompanying high scores in the Need for Aggression and in the Need for Dominance are other indicators supporting this kind of dynamic. Yet the drive is not focussed or goal-oriented. The high Need for Endurance and low Need for Change in turn suggest the motivation to persist in spite of the other unsatisfied drives. It was perhaps this kind of conflict that was reflected in one of the themes of the interview notes quoted earlier - "tired of it all", "wanting to quit", etc., - yet resisting and plugging on anyway.

Housewives, while exhibiting similar drive content in terms of needing recognition, express it in a more aggressive, structured, goal-oriented way through high Need for Achievement and Aggression and a strong Need for Order - again confirming the counseling interview notes reflecting the focus and organized-planning habits of the married women students. It follows also that these women's Needs for Affiliation and for Nurturance have been met, as the low scores in these scales suggest.

Older single women in careers exhibit a different order of needs, indicating that in some dimensions they are even further along the continuum of personality and career development. There is no diffused drive for recognition or identity as in the older women in low-level jobs. To a certain extent, one might say they have satisfied that need in their career identities. Also, although their Need for Achievement ranked second highest among the five groups, it is not significantly different from any one of them, including the General Adult Women Norms. Thus, in view of their high-level occupations, we might surmise that their Need for Achievement, too, has been met. Instead, the dimensions emerging for these women suggest a high need for leadership, independence and freedom of thought as well as action. Their high Need for Change, in turn, suggests that their present situations do not necessarily allow for this type of freedom.

Younger single women students in low-level jobs show high-ranking scores reflecting a different cluster of dynamics. As might be expected, several of their highest ranking scores reflect strong affective and heterosexual needs and suggest pre-marital interests and concerns. Among the scales in which this group ranked second highest, there are four in common with the highest scales achieved by the General Adult Women group in the EPPS Norms, namely: the Needs for Succorance, Affiliation, Abasement, and Nurturance. The young singles' high scores in Exhibition, Autonomy, Intraception and Change, on the other hand, seem to suggest a mixture of the kind of identity and independence struggle seen in the two older groups of single women. However, the high Need for Autonomy may, in the case of these younger singles, be reflecting a personal context rather than a career or education context.

Women in the EPPS General Adult Norms were highest in those scales which reflect the social stereotype of women - namely, deferential, respectful, conforming, friendly, helpful, loving, patient, etc. The General Adult Norm group was

lowest among the five groups in the so-called "masculine" traits of Exhibition, Autonomy, Intraception, Dominance, Heterosexuality and Aggression, which also, interestingly enough, contain many of the so-called "leadership" characteristics valued in our society.

These two brief studies of adult women students at the Boston College Evening Collene suggest that mature women students reflect different personality and growth needs and that these differences do not necessarily result from traditional background or "culture" variables but rather from sex-based "sub-cultures" having to do with age, marital status and level of occupation. For the counselor working with mature women it is important to know these characteristics and to be sensitive to their possible underlying dynamics. The marital status, age, and occupational level of adult women students can provide some meaningful insights about the kinds of developmental problems the individual may be consciously or subconsciously dealing with. The counselor's task is to help the woman clarify and work through these problems as they relate to the important educational or vocational decisions she must make. Further research is needed as to the differential effects of marital status, age, and occupational level on the continuing education of adult women and their related counseling needs.

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